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A report which attempts to evaluate the results of introducing a common curriculum and to evaluate the success of the total curriculum in preparing majors. Two groups of seniors, classes of 1957 and 1959, were compared, using the area examinations of the Graduate Record Examinations as a measuring instrument. In all but a few cases the class of 1959, which had undergone the common curriculum, showed a wider knowledge and a better score than did the class of 1957, which had not taken the common curriculum.

The study concludes with a review of the curriculum itself, the purpose, objectives, content, conduct, examinations, impact and relationship to the structure of the university. As a result of its study, the committee recommmended that a permanent subcommittee be established to serve as a board of review for the common curriculum.

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Evaluation of the Common Curriculum

Presented to the Committee on Educational Policy and Planning by the Evaluation Subcommittee

ED000675

FEBRUARY, 1960

REPORT OF THE SUBCOMMITTEE

ON EVALUATION OF THE

COMMON CURRICULUM

Submitted to the Committee on Educational
Policy and Planning

February, 1960

INTRODUCTION

On February 19, 1958 the Provost, acting in his capacity as Chairman of the Committee on Educational Policy and Planning, established a Sub-Committee on Evaluation of the Common Curriculum made up of the following faculty members.

David W. Bergstrom, Zoology
James E. Bever, Geology
Arthur F. Coss, Elementary Education
Carolyn W. Houtchens, English
W. C. McNelly, Physiology
Howard L. Ritter, Chemistry
Charles T. Smith, Music
Dwight L. Smith, History
Delbert A. Snider, Economics
James R. Woodworth, Social Studies
George H. Fathauer, Sociology and Anthropology, Chairman

The Committee's assignment, briefly, was to consider all aspects of the Common Curriculum to determine its success or failure and to recommend to the Committee on Educational Policy and Planning any suggestions for improving the program. The Committee divided its work into three phases. The first consisted of planning the work to be done and acquiring a background on general education programs at other colleges. We decided that we would, to the best of our ability, base our recommendations on facts rather than committee debate. Accordingly, the second phase of the work consisted of planning and executing a number of factual studies which are described in this report. The third phase of the Committee's work involved the interpretation and analysis of the studies and the formulation of recommendations.

We do not feel that we accomplished all that we set out to do. Some studies proved to be beyond the limits of time and energy of the committee members. We found at the end of our work certain questions that should have been asked early in the fact-finding process but which must now remain unanswered. On the whole, we believe that the report will make a significant contribution to an understanding of Miami's academic program.

The Committee adopted certain by-laws that should be noted as an aid to interpreting the report. The chairman was to vote on a motion only in case of a tie, an eventuality which never occurred. A quorum for transacting business was eight members. Since some of the recommendations obviously would deal with subjects of major importance, it was decided to permit absent members to vote on substantive motions at the next meeting of the committee. The vote by which each recommendation was approved is included in the report for the information of the readers. Occasionally a member abstained from voting on a motion; this is indicated if the remaining vote was unanimous. None of the recommendations in the report received more than one negative vote.

It was the decision of the Committee that certain studies concerning courses and departments in the Common Curriculum should be encoded. Accordingly, a master code was developed indicating courses by two letter designations. The first letter of each course designation refers to its area of the Common Curriculum: the initial letter S indicates Social Science, B indicates Biological Science, H means Humanities and P means Physical Science. The second letter of each code designation refers to a particular course. English 11 - 12 and 15 - 16 were not coded since the size of their enrollment and the fact that they comprise a separate area of the Common Curriculum preclude anonymity. A copy of the master code sheet is in the hands of the Committee on Educational Policy and Planning and each chairman will be give the designation of his department's course.

The Committee is indebted to many members of the University community for assistance in its work. We wish to thank President John D. Millett and Provost C. W. Kreger for facilitating the collection of data and final preparation of the report. Dr. Laurence Siegel, Director of Institutional Research, gave us guidance on research techniques and prepared a statistical analysis of one study. Dr. Bernard Fuhr of the Counseling Service administered the Graduate Record Examinations and helped us to interpret them. Mr. W. C. Smyser placed the facilities of the Registrar's office at our disposal. Mrs. Virginia R. Goodwin and Professor R. G. Selfridge helped on studies requiring machine tabulation. Dean Helen E. Page and Dean Carl Knox arranged for the cooperation of their residence hall personnel in administering certain forms to a large sample of students. The Interfraternity Council and the presidents of the various fraternities assisted in the same student survey. Miss Susan L. Andrews, Editor of The Miami Student, helped the committee by publicizing the survey of student opinion. Many departmental chairmen gave of their time to answer numerous questionnaires. Finally, our thanks are due to the faculty members and students who were sufficiently interested in Miami University to complete the survey forms used in our studies.

Since a large part of the University community has contributed to the report, the Committee feels that it should receive wide dissemination. We unanimously recommend that copies be sent to all members of the faculty and to the Editor of The Miami Student.

THE IMPACT OF THE COMMON CURRICULUM: RESULTS OF THE SENIOR TESTING PROGRAM

This summary and interpretation of the results of the senior testing program represents a joint endeavor of the Committee, the Student Counseling Service, and the Institutional Research Service. The Student Counseling Service was responsible for administering the tests and coordinating the accumulation of data. The Committee was responsible for classifying the data. The Institutional Research Service was largely responsible for the interpretation of the results.

Questions

The two questions with which this report is concerned are:

1. Has the Common Curriculum achieved its fundamental objective: i. e, the acquisition by Miami University students of a greater breadth of knowledge than was characteristic of our students prior to the introduction of these requirements?

2. How well (or how poorly) does our total curriculum prepare our students in the areas of the social sciences, humanities and sciences? Note that the focus of this question changes from a comparative study of the achievement of senior classes who have and have not been exposed to the Common Curriculum (question 1) to a study of the achievement of Miami seniors compared with an external normative criterion.

The Students Studied

All Miami seniors, with certain exceptions, in the 1957 and 1959 graduating classes were required to take the "senior tests." These tests were the area tests of the Graduate Record Examination, described later. The 1957 class was the last one graduated from Miami University most nearly unaffected by the Common Curriculum requirements. Members of the 1959 class had satisfied these requirements.

These senior classes were subdivided into a number of subgroups by major. Data obtained from students in the School of Fine Arts were not included in the report because they constituted too small a group for significant statistical analysis. Transfer students were not included in the study; the report is based only on those who did substantially all their work at Miami. The subgroups by major were quite heterogeneous with respect to level of academic ability (as measured by the ACE test administered to incoming freshman) and level of achievement (as indicated by cumulative grade-point-average). These differences in ability and achievement are important to the later discussion and hence are summarized in Table 1.

TABLE 1

Summary of Measured Academic Ability and Achievement of the Samples

	Median ACE Total Percentile		Mean Cumulative Grade-Point Average	
	1957 Srs.	1959 Srs.	1957 Srs.	1959 Srs.
Arts and Science:				
All Seniors	70	73	2.7	2.7
Soc. Sci. Majors	70	71	2.6	2.6
Humanities Majors	76	83	2.7	2.9
Science Majors	74	70	2.8	2.8
Business:				
All Seniors	60	59	2.4	2.3
Education:				
All Seniors	54	54	2.6	2.6
Elem.Ed. Majors	50	57	2.6	2.7
Second. Ed. Majors	74	64	2.7	2.7
Pract. Arts Majors	48	42	2.6	2.6
Physical Ed. Majors	31	33	2.4	2.6

It is apparent from the data presented in Table 1 that direct comparisons between the test scores earned by 1957 seniors and those earned by 1959 seniors are justified provided that such comparisons are made within a given subgroup. We can be fairly certain that most differences between scores earned by senior subgroups by major during the two years in question reflect the influence of curricular change rather than an ability differential. Direct comparisons between test scores are not justified, however, between Divisions or between some of the subgroups within a given Division (eg. physical education and secondary education).

The Senior Tests

The criterion instruments employed for this study were the area tests of the Graduate Record Examination. The test manual states that the tests "...provide for a comprehensive appraisal of the college student's orientation in three principal areas of human culture: social science, humanities, natural science... These tests emphasize the abilities and understandings which are important to the individual's effectiveness as a member of society... In recognition of the differences among institutions and students with regard to course preparation, the tests have been aimed beyond the details of specific courses in an attempt to reach toward those goals of education which are shared generally by colleges offering instruction in the liberal arts."

The committee examined the area tests and found that they were far from ideal instruments for evaluating the Common Curriculum, but were the best available. The coverage of subject matter within an area was quite uneven. For example, the Social Science test seemed to be heavily weighted in economics, government and history. A Miami student fulfilling his requirement by geography and psychology would presumably be handicapped on the test. The same uneven weighting of subject matter occurred in the other two areas. It is apparent that no test constructed for general use by a variety of schools can serve all of the specific needs of a particular school. The tests are, however, the best measure of performance available to us in the general areas into which the Common Curriculum is divided.

The data which follow are related to the two questions raised by way of introduction to this section of the report. Separate summaries are presented for each of the area tests (Social Science, Humanities and Natural Science) in Figures 1, 2 and 3.

Each of these Figures shows the median test scores earned by subgroups of seniors in 1957 (pre-Common Curriculum) and in 1959 (post-Common Curriculum). Normative data, bearing upon the question of overall curriculum effectiveness, are presented in the form of shaded bars. Most of the norm data are inferred, rather than actual, and hence the entire matter of norming of the area tests merits further discussion.

Area Test Norms

The median performance on each of the area tests has been determined for a sample of 3035 students in twenty-one colleges and universities. All of the students in this standardization sample were majoring in either the social sciences, humanities or natural sciences. We may assume that the norms given in the test manual are appropriate for our own students in the College of Arts and Science. It is apparent, however, that these norms are not entirely appropriate for our students in the Schools of Business and Education. Note the ability differentials among the Divisions as tabulated in Table 1. It seemed appropriate to make a more detailed analysis of the norms before interpreting the data for the Schools of Business and Education.

The rationale for the derivation of norms for these Divisions was as follows: Let us accept as valid the area test norms for our seniors in the College of Arts and Science. These seniors earned a median ACE score at the 73 %ile. Since the Business seniors earned a median ACE score at the 59 %ile, the area test performance to be expected of them should be somewhat below that expected for Arts and Science students. Thus the area test norms were rescaled downwards for students in the Schools of Business and Education on the basis of the lower academic ability of these students in comparison with Arts and Science students.

This "inferred" norming was predicated upon the type of logic underlying the elementary school report card that says of Johnny, "For him, he's doing well." Our expectations about our curriculum must be limited realistically by the quality of students with whom we have to work. Although we may be unhappy about the ability differential among students in the various Divisions, it would be folly to ignore the differences that do exist.

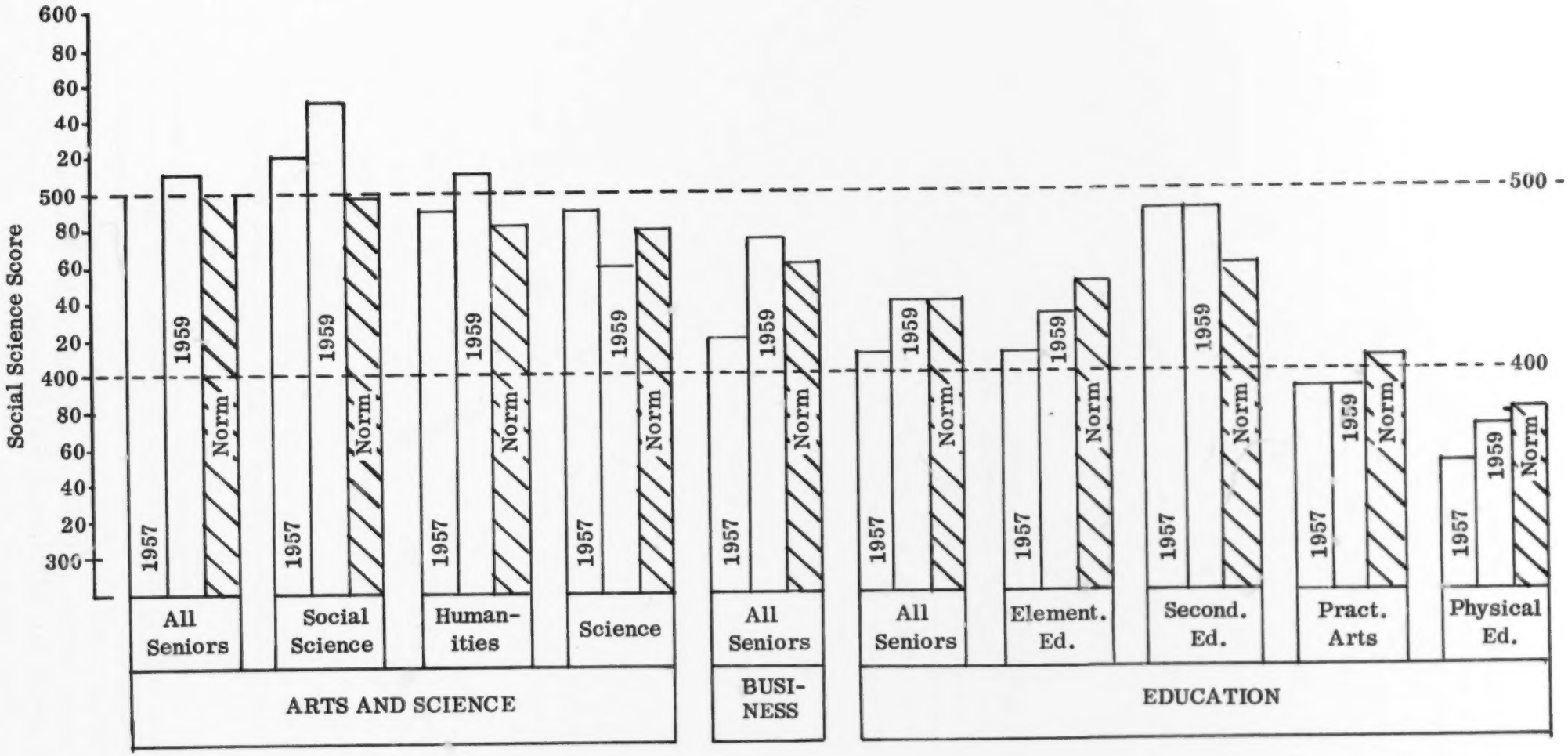

FIGURE 1. Median Scores on the GRE Social Science Test

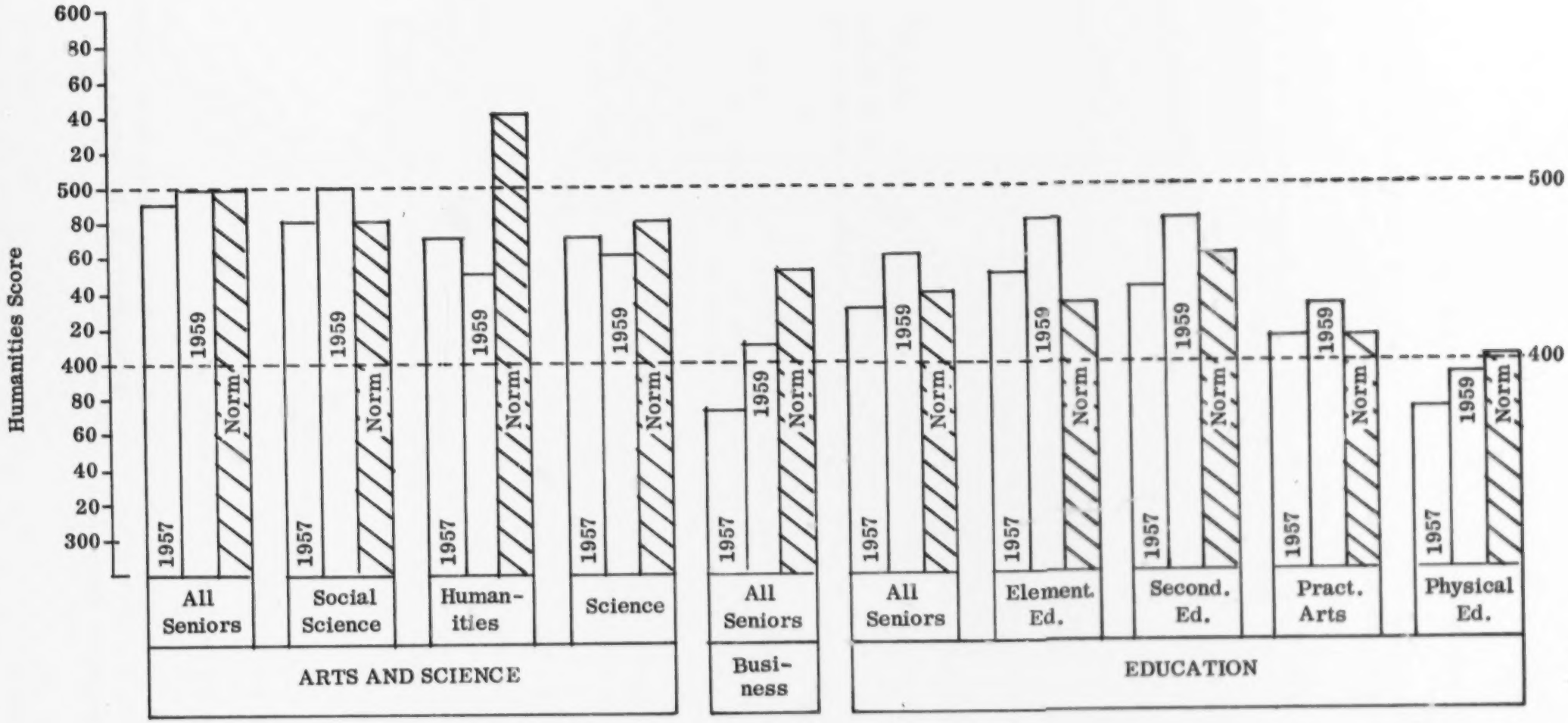

FIGURE 2. Median Scores on the GRE Humanities Test.

Interpreting Obtained Differences between Pairs of Medians.

A rule-of-thumb that may be of some value in interpreting differences between pairs of medians (eg. senior scores in 1957 vs. 1959 or 1959 vs. Norm) follows:

10 point difference - probably represents chance fluctuation about a true difference of zero. A difference of this magnitude is inconsequential.
20 point difference - questionable
30 point difference or more - probably represents a true difference in performance which is not attributable to chance fluctuation.

Social Science Test Results

These results are summarized in Figure 1.

Comparison between 1957 and 1959 Seniors.

1. All but three of the obtained differences between the 1957 and 1959 medians support the validity of the Common Curriculum. The social science requirement seems to have led to measurable improvement in the performance of our seniors on this test.

The three subgroups in which exceptions are noted are secondary education majors, practical arts majors and science majors. The latter group should be of particular concern because of the decrement in median test score in 1959.

2. When the data are considered by Division (without regard for major) it is apparent that the greatest improvement has occurred in the School of Business.

Comparisons between 1959 Seniors and Norms.

We have, for the most part, provided our students with a background in the social sciences in keeping with their ability to absorb and retain information. We have been most successful in this regard with social science, humanities and secondary education majors. We have been least successful with science majors and majors in the School of Education aside from those in Secondary Education.

Humanities Test Results

These results are summarized in Figure 2.

Comparisons between 1957 and 1959 Seniors.

1. The humanities requirements of the Common Curriculum have, indeed, led to increments in this area of knowledge, particularly in the School of Business and the School of Education.

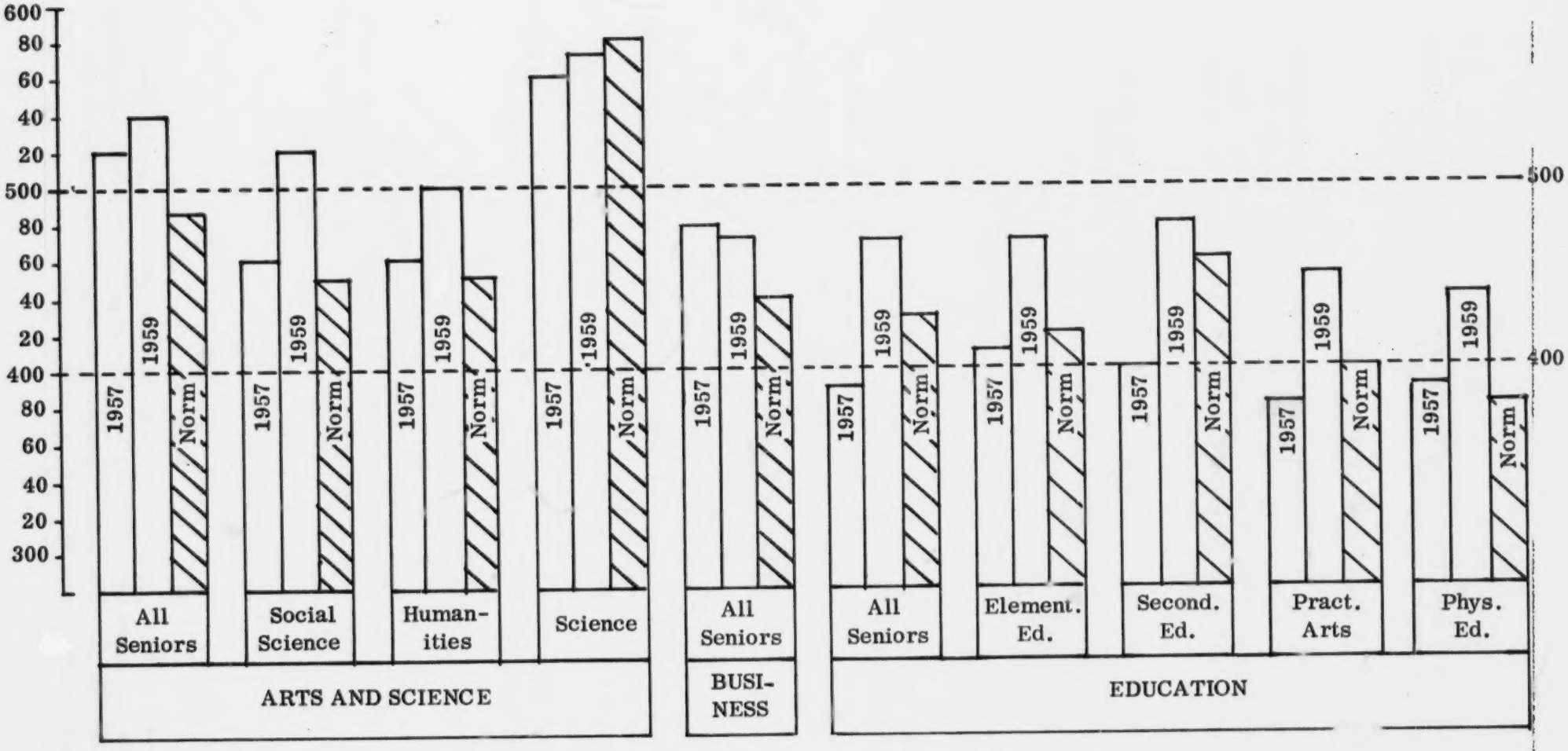

FIGURE 3. Median Scores on the GRE Natural Science Test.

2. This requirement has not led to improvement in the performance of humanities and science majors in the College of Arts and Science.

Comparisons between 1959 Seniors and Norms.

The training we offer in the humanities area appears to be somewhat weaker than in either of the other two areas measured by the senior tests. This is particularly apparent for students in the School of Business who achieved considerably below the level that would be anticipated for students at their level of ability.

The humanities majors in the College of Arts and Science also fared very badly on this test. Some of the discrepancy between norm performance and actual performance in 1959 may be attributable to the fact that we have included foreign language majors in our humanities subgroup. Nevertheless, the rather poor performance of this subgroup combined with the decrease in score from 1957 to 1959 suggests the desirability of making further inquiry into the training afforded our humanities majors.

The humanities test scores relative to the inferred norms for 1959 seniors in the School of Education were rather good.

Science Test Results

These results are summarized in Figure 3.

Comparisons between 1957 and 1959 Seniors.

The science requirement of the Common Curriculum has had the greatest measurable positive impact of any of the requirements here investigated. Improvement from 1957 to 1959 was noted for all subgroups with the exception of seniors in the School of Business. In this one instance, the level of performance was sufficiently high that the lack of measured improvement in 1959 need not be a cause for concern.

Comparisons between 1959 Seniors and Norms.

We appear to provide excellent training in the natural sciences. The performance of all subgroups exceeded normative expectations with the exception of that of science majors. Our seniors in this subgroup did about as well on the test as the normative data would lead us to expect.

Conclusions

The Common Curriculum.

The Common Curriculum requirements have, for the most part, been successful in producing increased breadth of knowledge in the areas measured by the senior tests. The most dramatic positive change attributable to the Common Curriculum occurred in the natural science area.

The Committee recognizes the necessity of qualifying this conclusion. It is doubtful that all of the improvements can be attributed to curricular change alone. Some changes in the content of courses have occurred. There is an indication that the Common Curriculum may have produced some changes in the distribution of courses selected to meet the requirements of the different areas. For example, it might be possible for a certain category of students to score higher on an area test in 1959 than in 1957 without any change in hour requirements if there has been a shift in the direction of courses that are heavily weighted on the examination. Such an improvement would be a product of the measuring instrument rather than the Common Curriculum or improvement in the teaching of the courses. Unfortunately, the Committee could not make a detailed analysis of all such factors because of limitations on time and energy. We did enough on a preliminary level to feel that such differences in distribution do exist and that they are significant for a detailed interpretation of the results of a continuing testing program. Future studies should give consideration to this factor.

The Total Curriculum.

We are doing a reasonably effective job of training in the three areas measured by the senior tests if the academic ability of our students is taken into account. This statement should not, however, be construed as an endorsement of the status quo with respect to the current curriculum, grading practices or admissions procedures. The key phrase, italicized in the stated conclusion, is of prime importance.

The fact that our students generally produce results equal or superior to the national norms established for the Graduate Record Examinations area tests should not lead to complacency on the part of the faculty and administration. The Committee examined the list of schools upon which the national norms were based. Our feeling is that if Miami seniors failed to equal or surpass the norms established on the basis of this list, it would be a cause for grave concern. The performance of our students is generally encouraging, but we should strive for considerable improvement in the future.

The conclusion that we are doing a reasonably effective job in the three areas measured by the tests is subject to the following exceptions:

a. We may not be training our science majors as well as we should in the social sciences and humanities.

b. We probably should be offering stronger training in the humanities to our humanities majors.

c. Our graduates from the School of Business are weak in the humanities area.

In attempting to explain the above exceptions, the character of the area tests must again be kept in mind. For example, the humanities test gives fairly broad coverage of the area, including music, art, architecture, philosophy

and literature. The great majority of our humanities majors are enrolled in the English department. They may know a great deal of literature but not much in the other fields of the humanities which are also on the test. The enrollment of Business students in classics has increased five times since the Common Curriculum was inaugurated. Again, without any implied criticism of the course, it may be that this is not ideal preparation for the particular questions asked on the area test in humanities.

In spite of such considerations, the exceptions noted above remain of some concern, and the departments involved may wish to give further study to the situation.

GRADE DISTRIBUTION ANALYSIS

The Committee felt that it would be important to examine the distribution of grades in the Common Curriculum courses. This would give some concrete information on the interpretation of the letter grades in use throughout the University. Did the various courses in the Common Curriculum interpret the grade "A" in substantially the same way, or were there significant differences in interpretation? Did certain Common Curriculum courses appear to grade more rigorously than others? Might grade distributions indicate that students were not being sufficiently challenged by Common Curriculum courses?

The Committee obtained from the Registrar the February, 1959 grade distribution for the first semester of each Common Curriculum course. There is no apparent reason for thinking that these results are atypical. Table 2 shows the percentage of students receiving grades of A, B, C, D and F in each Common Curriculum course. Grades of E and Incomplete were rare and are omitted in the table. Table 2 also shows the number of students enrolled in each course.

We expected to find that the percentage of freshmen enrolled in a course would be a significant factor influencing the grade distribution. Table 2 also contains this information.

The table reveals marked differences in the grading practices of the various courses. For example, A's range from 24% in HA to 2.1% in English 11. The percentage of F grades ranges from 17.9 in English 11 to zero in HH.

In order to analyze the differences revealed in Table 2, a "Grading Index" was developed. The index compares the number of A's and B's with the number of D's and F's in each course. The formula for the index is $\frac{A+B}{D+F}$.

This index has the advantage of converting the distribution in each course into a single number for comparison with other courses. To illustrate, if a department's total number of A's and B's is the same as its total of D's and F's, its index is 1.00. If it gives twice as many A's and B's as D's and F's, its index is 2.00. If it gives half as many A's and B's as D's and F's, its index is .50. A lower index indicates a more rigorous grading standard. The index ignores the grade of C which is supposed to represent average performance. It may be objected that two departments might have the same grading index although one gave virtually all C's while the other gave few C's. This is possible but not pertinent, since it does not occur in our data. In any event, the reader can check the percentage of C's given in any course in Table 2.

Table 3 shows the grading indexes of all courses in the Common Curriculum grouped according to major categories. The range of variation is remarkable, extending from .54 for English 11 to 57.66 for HH. Translated, this means that English 11 gives about half as many A's and B's as it gives D's and F's. HH, on the other hand, gives 57 times as many A's and B's as it gives D's and F's. The Social Sciences, on the whole, show a more

TABLE 2

GRADE DISTRIBUTION BY PERCENTAGE IN COMMON CURRICULUM COURSES

Course	% A	% B	% C	% D	% F	Total Students	% Freshmen
Eng. 11	2.1	16.7	44.9	17.1	17.9	1587	96
Eng. 15	22.4	46.0	26.1	3.1	1.9	322	99
Social Sciences							
SA	11.3	20.9	44.3	18.3	5.2	115	55
SB	12.1	26.9	40.3	15.3	4.6	667	17
SC	14.3	26.6	39.8	14.1	4.6	560	81
SD	6.9	32.7	33.8	18.3	7.8	473	43
SE	13.6	33.9	35.3	12.6	4.0	428	54
SF	6.4	28.9	43.8	13.8	6.2	390	65
SG	11.8	26.7	38.4	14.4	5.9	733	75
SH	14.2	19.8	44.6	13.9	6.9	443	63
Biological Sciences							
BA	7.9	21.2	48.7	15.9	5.3	113	65
BB	11.4	37.1	31.9	13.2	4.2	210	61
BC	9.4	29.8	45.5	11.0	3.9	426	35
BD	4.1	20.1	49.4	21.6	2.5	194	42
BE	10.5	27.6	39.4	17.8	4.1	510	75
Humanities							
HA	24.0	41.7	26.8	5.6	1.2	316	07
HB	15.2	43.4	31.5	7.6	2.1	92	05
HC	9.0	35.4	40.3	13.1	4.4	342	21
HD	15.0	31.9	36.6	13.2	2.1	476	10
HE	7.4	21.1	30.5	21.1	16.8	95	23
HF	8.4	24.0	47.0	14.8	5.0	512	28
HG	13.3	28.5	30.4	23.4	2.5	158	30
HH	23.9	50.0	22.6	1.3	0.0	234	06
Physical Sciences							
PA	7.6	22.8	40.2	21.0	8.0	224	57
PB	7.2	37.7	39.0	11.3	4.3	557	15
PC	7.7	19.2	36.9	24.6	11.5	130	59
PD	3.6	27.4	39.1	20.6	8.5	281	81

TABLE 3

GRADING INDEXES OF COMMON CURRICULUM COURSES

Course	Grading Index
English 11	.54
English 15	13.75
Combined	.91
Social Sciences	
SA	1.37
SD	1.51
SH	1.62
SF	1.76
SG	1.89
SB	1.97
SC	2.18
SE	2.85
Humanities	
HE	.75
HG	1.61
HF	1.62
HC	2.53
HD	3.06
HB	6.00
HA	9.45
HH	57.66
Biological Sciences	
BD	1.00
BA	1.37
BE	1.74
BC	2.56
BB	2.75
Physical Sciences	
PC	.74
PA	1.04
PD	1.06
PB	2.87

homogeneous set of grading standards than the other main divisions. To facilitate the analysis of the differences in grading indexes, Table 4 compares the rank order of courses based upon percentage of freshmen with the rank order of courses based upon the grading index.

Table 4 reveals that there is a general tendency for courses having a high percentage of freshmen to grade more rigorously than those having mostly upperclassmen. The chart shows, however, that there are other influences besides this selective one operating to produce the observed differences. There are notable inconsistencies in the ranking of some departments on the two criteria. For example, HE ranks 19th in percentage of freshmen, but ranks second in grading index, thus indicating extremely rigorous standards. SC ranks second in percentage of freshmen but 17th in grading index; in spite of the fact that 81% of the students are freshmen, this course gives more than twice as many high grades as low ones. These are merely obvious examples. The standards of any course can be checked in this way. If the number of the rank based on the grading index is considerably lower than the number of the rank based on percentage of freshmen, it indicates that the department has rather strict grading standards. A considerably higher rank on the grading index than on the percentage of freshmen suggests leniency in grading practices.

Studies have shown that Miami's entering freshmen do not constitute a highly selected group, but seem to be average or slightly above in ability. It seems reasonable to assume that courses enrolling 3/4 or more freshmen would approximate a normal distribution, showing about the same number of high and low grades. Five courses have 75% or more freshmen. English 11 and 15 and PD have grade indexes approximating or exceeding our expectation. However, SC, BE and SG give from 1 3/4 to twice as many A's and B's as they give D's and F's. This represents considerable divergence from our expectation.

Next let us assume that courses having less than half freshmen might be expected to have a grading index of about 2.00, or twice as many A's and B's as D's and F's. Table 4 reveals 13 courses having less than half freshmen. Of these, HE, BD and SD give from 3/4 to 1 1/2 times as many high grades as low ones, indicating grading standards higher than expectation. HC, BC, BB; SE, PB, HD, HB, HA and HH give from 2 1/2 to 57 times as many high grades as low grades.

It seems impossible to deny the existence of gross inconsistencies in the grading standards of Common Curriculum courses. While some variation is to be expected, differences of the magnitude revealed by this analysis seem to represent an unwholesome aspect of the Common Curriculum. The temptation for some students to choose courses on the basis of lenient grading reputations must be strong, thus introducing a non-academic bias into the Common Curriculum.

Conclusions based on this analysis must be drawn with great caution. The data are interesting enough, however, to suggest that similar studies be

made each year for the information of the faculty. It also seems desirable to expand future studies to include introductory courses that are not in the Common Curriculum.

The Committee does not mean to suggest that an inflexible grading standard should be applied throughout the University or that the judgment of individual faculty members should be subject to administrative pressure. Nevertheless, the study raises the possibility that grading standards in some courses are excessively lenient. Although Common Curriculum courses are primarily taken by freshmen and sophomore non-majors who represent an essentially unselected college population, ten courses give more than twice as many high grades as low ones. Comparable data from other universities are difficult to obtain, but on the face of it our grading standards in some courses seem excessively lenient.

Little would be gained by arbitrarily decreasing the number of high grades given in a course. Demanding more work of all students and higher caliber work of the better students might raise our standards of achievement. Although some may deplore the fact that grades are a strong force motivating students to work hard at their studies, making it consistently more difficult to get a high grade by demanding more and better work may contribute to improving the academic performance of our students.

The Committee hopes that a knowledge of the facts contained in this report will lead the departments to examine their grading practices and the content of their courses to see if improvements can be devised which will raise Miami's standards of academic achievement. We hope that this will result in a reduction of the marked discrepancies that now exist in grading standards.

TABLE 4

COMPARISON OF RANK ORDER BASED ON PERCENTAGE OF FRESHMEN WITH RANK ORDER BASED ON THE GRADING INDEX

% Freshmen	Course	Rank Order	Rank Order	Course	Grading Index
97	Eng. 11 & 15	1	1	PC	.74
81	SC	2	2	HE	.75
81	PD	2	3	Eng. 11 & 15	.91
75	BE	4	4	BD	1.00
75	SG	4	5	PA	1.04
65	SF	6	6	PD	1.06
65	BA	6	7	SA	1.37
63	SH	8	7	BA	1.37
61	BB	9	9	SD	1.51
59	PC	10	10	HG	1.61
57	PA	11	11	SH	1.62
55	SA	12	11	HF	1.62
54	SE	13	13	BE	1.74
43	SD	14	14	SF	1.76
42	BD	15	15	SG	1.89
35	BC	16	16	SB	1.97
30	HG	17	17	SC	2.18
28	HF	18	18	HC	2.53
23	HE	19	19	BC	2.56
21	HC	20	20	BB	2.75
17	SB	21	21	SE	2.85
15	PB	22	22	PB	2.87
10	HD	23	23	HD	3.06
07	HA	24	24	HB	6.00
06	HH	25	25	HA	9.45
05	HB	26	26	HH	57.66

STUDENT EVALUATION OF COMMON CURRICULUM COURSES

The Committee believed that collecting student opinion on the Common Curriculum courses would be both useful and interesting. Accordingly, residence hall and fraternity house lists were obtained through the courtesy of the student personnel deans, and names were then selected at random to achieve approximately a 20% sample of the student body. A letter was sent to each student asking for his cooperation. The desired sample was obtained by a response from 1278 students.

The Committee felt that the 40-item Course Evaluation opinionnaire form that had been developed and used by ESIP could not be improved upon; consequently this form was administered to the students in the various dining halls following an evening meal, and in fraternity houses during an evening hour. A copy of the opinionnaire used in the survey is included in this report as Appendix A.

The 1278 student sample yielded representation from all four divisions of the University, all four years, all levels of academic achievement, and a broad array of majors. The sample for each course was declared to be adequate by the Director of the Division of Institutional Research. The two samples that might be regarded as inadequate are the one for HB, which comprised only 49 students, (HB also happened to receive the highest rating) and the one for HG, which had 48.

The responses to the opinionnaire were translated into an overall course evaluation rating which is based on a scale of values ranging from one to nine -- the lower the figure the more favorable the rating.

Table 5 shows the course evaluations classified according to the major categories of the Common Curriculum. The most favorable rating is 2.8 for HB; the least favorable is 5.1 for PA. In general, the Humanities are most favorably regarded by students, followed in order by the Social, Biological, and Physical Sciences. Almost all of the courses are rated at least average by the student sample.

In considering the ranking of the courses in relation to one another, one question intrigued the committee. To what extent is student evaluation of a course influenced by the grading practices of faculty members teaching that course? An attempt to answer this question was made by listing the Grading Indexes for each course in Table 5. The reader is reminded that a lower number in the grading index indicates more rigorous grading standards, and a higher number, greater leniency of grading.

The three courses having the most favorable student evaluation have grading indexes of 6.00, 57.66 and 2.53. The three courses having the least favorable student evaluation have grading indexes of 1.04, 1.06 and 0.74. A glance at the table suggests that courses with rigorous grading standards

TABLE 5

STUDENT COURSE EVALUATIONS RELATED TO GRADING INDEXES

Note: In their respective columns, lower numbers indicate favorable evaluations and more rigorous grading standards.

COURSE	EVALUATION RATING	GRADING INDEX
Social Sciences		
SA	3.3	1.37
SE	3.4	2.85
SB	3.7	1.97
SD	3.9	1.51
SC	4.0	2.18
SF	4.0	1.76
SG	4.0	1.89
SH	4.6	1.62
Humanities		
HB	2.8	6.00
HH	3.0	57.66
HC	3.2	2.53
HF	3.5	1.62
HD	3.7	3.06
HG	3.8	1.61
HA	4.2	9.45
HE	4.6	0.75
Biological Sciences		
BE	4.2	1.74
BB	4.4	2.75
BA	4.5	1.37
BC	4.6	2.56
BD	4.6	1.00
Physical Sciences		
PB	4.4	2.87
PC	4.8	0.74
PD	4.9	1.06
PA	5.1	1.04

tend generally to be rated lower by students than courses with lenient grading standards. The two most outstanding exceptions to this tendency are SA, which is the most favorably rated Social Science, but which also has the lowest grading index in the Social Sciences, and HA, which receives the second lowest evaluation in the humanities while giving more than nine times as many high grades as low ones. The Division of Institutional Research used Spearman's Rank Difference Correlation to summarize the relationship between student course evaluations and grading indexes. The correlation is 0.57 which leads to the conclusion that favorable course ratings are associated with liberal grade patterns, whereas less favorable course ratings are associated with strict grade patterns.

The Committee concludes that the course evaluations indicate a generally favorable student reaction to the Common Curriculum courses.

In an attempt to further illuminate student attitudes, several questions were added to the ESIP course evaluation opinionnaire. A summary of responses will be found as Appendix B; a few of the most interesting results will be noted here.

One statement read, "Taking this course was unfair to me because I have never had any interest in it or related subjects." The students in the sample strongly agreed with the statement in evaluating their Physical Science courses. There was 100% agreement among students rating PC and PD. PB and PA showed 40% and 20% agreement respectively. Among the Biological Sciences, BA, BB, and BE showed agreements ranging from about 20% to 30%. It seems that many students assert that they have no interest in the Physical and Biological Sciences. This may be due to a general American habit of mind which many educators are currently deploring. It may be partly due to the reputation which these courses have of being difficult. Another possible reason is the fact that most of the sciences have separate courses for majors; the interested students thus do not show up in the ratings because they did not take the Common Curriculum courses. In spite of this negative reaction to the sciences, the analysis of academic performance referred to earlier in this report demonstrates that the improvement in the sciences has been greater than in any other part of the Common Curriculum. The lack of student enthusiasm for science seems to raise no crucial problem as far as the Common Curriculum is concerned. The departments concerned may wish to try to diminish this negative student reaction, which seems most unfortunate in the light of the importance of science in the modern world.

Two Social Science courses differed markedly from the rest in student response to the statement just discussed. Thirty-four percent of the students rating SE and 100% of those rating SF agreed that taking the course was unfair to them because they had never been interested in it or related subjects. Both of these courses are taken by most students in high school, which may account for at least part of the negative reaction to them. This possibility is strengthened by the fact that 24% of the students rating SF, about double

that of any other Common Curriculum course, agreed with the statement: "I soon found out that I could coast through this course because I already had had it in high school." Possibly SE and SF might gain more favorable ratings by decreasing the amount of their subject matter which students have studied in high school.

About 12% of the students in certain of the Biological and Physical Sciences that are normally part of high school General Science courses agreed that they could coast through the course because they had previously taken it in high school.

The above comments must be interpreted with caution. The analysis has been presented for the consideration of the departments involved in teaching Common Curriculum courses.

FACULTY REACTION TO THE COMMON CURRICULUM

The opinions of faculty members concerning the Common Curriculum were obtained by use of an opinionnaire consisting of twenty-seven items designed by the committee with the advice of the Institutional Research Service. The form was sent to all members of the teaching staff plus residence hall personnel. Of 447 forms sent out, 212 were returned. The statements used as items in the opinionnaire and a summary of the responses classified by rank will be found in Appendix C. A few of the most interesting results will be discussed here.

When asked about the influence of the Common Curriculum upon academic standards, 101 respondents felt that it helped to raise them, while 51 felt that it had not. However, when asked whether the Common Curriculum had contributed to the lowering of standards, 133 said "No," while only 18 answered affirmatively. A suggestion that the courses had been "watered down" yielded an 8 to 1 denial. Similarly, only 16% of the respondents felt that the Common Curriculum courses failed to give sufficient background for advanced work. Has quality suffered because "the Common Curriculum has necessarily increased large group instruction?" Clearly the faculty does not consider this to be the case since only one out of eight agreed with the statement.

The faculty does not feel that the Common Curriculum requires too large a proportion of the hours necessary for graduation since only 19% agreed with such a statement. Furthermore, the general pattern of choices seems to be favored. Only 19% felt that there were too many choices offered within each of the several areas of the Common Curriculum. In response to the question of whether the Common Curriculum is the proper approach to fulfilling the philosophy of "General Education," two-thirds of the respondents said that it was, about one-fifth said it was not, while the remainder had no opinion.

Probably the most outstanding criticism of the existing situation derived from the opinionnaire is that there are too many misunderstandings concerning the Common Curriculum in the minds of both faculty and students. Slightly over half of the respondents felt that such misunderstandings existed. The Committee discovered that some students also felt the need for clarification of the Common Curriculum. The students felt that information about the courses in the Common Curriculum was particularly desirable. The Committee, therefore, recommends that an inexpensively produced booklet be distributed to all faculty members and mailed to entering students prior to their first registration. This booklet should contain a brief summary of the reasons for the Common Curriculum. It should note the fact that virtually all outstanding universities now require a certain minimum of liberal arts study by all students regardless of the major interest they intend to pursue. It should indicate that Miami's requirement is not extreme when compared with that of other outstanding universities. In addition, a summary of each course in the Common Curriculum should be prepared by the departments concerned. Such a summary should not exceed 150 words in length. It should indicate the major topics covered in the course and the fields of specialization for which it is relevant.

Such a booklet seems desirable for several reasons. Some students have indicated that they had no clear idea of the material to be studied in certain courses. A short statement of content would have enabled them to choose their programs more efficiently. New freshman advisers and the many new upper-class advisers frequently are not sure of the exact content of some Common Curriculum courses and thus may give inadequate guidance to students. Both students and advisers will be better prepared to develop a priority list of courses from which choices may be made in case some are closed. It will also help in cases where the same department offers two courses that may fulfill Common Curriculum requirements.

REVIEW OF THE COMMON CURRICULUM

As part of its assignment, the Committee considered several aspects of the Common Curriculum as it has been operating during the past five years. This section of the report considers the following topics: purposes of the Common Curriculum; objectives of the courses; content and conduct of the course; examinations; impact of the Common Curriculum upon the staff of each department; the relationship of the Common Curriculum to the existing structure of the University; and exceptions to the Common Curriculum.

Purposes of the Common Curriculum.

A sample consisting of 1278 students was asked to complete an opinionnaire designed to ascertain their views as to the purposes of the Common Curriculum. The same form was completed by 212 faculty members. A copy of the form is included in this report as Appendix D.

The results seem to indicate substantial agreement by both students and faculty on the main objectives of the Common Curriculum. Both groups overwhelmingly agree that the primary objective is to give every student a broad, well-rounded, liberal arts education in addition to his vocational preparation. The statement receiving the second largest vote of approval from both categories was "to prevent narrow overspecialization by students as they work toward a degree." The third most important purpose in the eyes of faculty and the fourth most important from the student point of view was "to increase the college graduate's usefulness to society." The fourth-ranked statement by the faculty and fifth-ranked by students was "to make the graduate a more intelligent citizen aware of his responsibility in a democratic society." The students placed the statement "permit the student to learn of ideas and methods in other fields which he may then apply to his own field" ahead of the two statements just mentioned. The Committee concludes that the general purpose of the Common Curriculum is clearly understood by both faculty and students. It is true, however, that some students indicated by written comments that they do not agree with the purposes even if they understand what they are. This is particularly true of students in their first year of college work. The Committee offers a recommendation for dealing with this discrepancy in the section of the report entitled "Faculty Reaction to the Common Curriculum."

Objectives of Common Curriculum Courses.

The Committee requested each department to provide a statement of the objectives being sought in its Common Curriculum offering. All of the statements reveal objectives germane to the Common Curriculum. Such homogeneity existed that it is possible to summarize the objectives of all the courses in four categories. First and foremost, each course aims to provide the student with an appreciation of its field and a substantial amount of knowledge in it. The emphasis is placed on learning principles, theories and the facts necessary to illuminate them. A second objective may be summarized as the "development of understanding." The relationship of the subject matter to the student and his place in the universe is stressed. A third aim is that of helping the

student to think objectively and critically. Finally, the physical, biological and social sciences seek to make the student familiar with the scientific method and the tools of scientific analysis. All of these objectives are praiseworthy. The Committee concludes that the Common Curriculum is oriented, verbally at least, toward the fundamental aims of higher education.

Content and Conduct of Common Curriculum Courses.

Departments offering courses in the Common Curriculum do not in general make special provisions for students of either above-average or below-average caliber who are enrolled in these courses. English 15 - 16 is an outstanding exception to this statement. All instructors appear to give freely of their time for consultation with students, but such consultations are usually with the poorer students who seek help under their own initiative. Two departments have formally organized and scheduled voluntary-attendance sessions of one to two hours per week. Students who have questions about, or who require elaboration of, text material have a standing invitation to attend these sessions. Departments that have tried this system find that two classes of students attend the sessions: serious students of low caliber who are seeking whatever crumbs they can scavenge toward better performance on the next examination; and, more rarely, excellent students who hope to better their understanding of the area by additional discussion. Since these sessions are organized primarily as help for weaker students, it is suspected that the latter category of better students who attend are repelled by the boredom of repetition of material they already thoroughly comprehend.

A possible weakness of the Common Curriculum is the typical lack of special provision for the superior student in a Common Curriculum course outside of his major. The economics major of high caliber who is taking a Common Curriculum course in a biological science may not savor all the delights of this foreign discipline even at an elementary level if all the energies of the instructor are directed to drilling an average exposure into the average student. The Committee wonders whether this defect in our program of broadened education does not encourage the deplorable notion, already too prominent among our students, that courses outside the major are annoying waystops and arbitrarily imposed delays on the mainline of preparation for a trade or profession. Voluntary outside readings are suggested by many departments to whet or satisfy the appetite of the superior student; one department has experimented with voluntary attendance sessions for superior students only where matters tangential to the minimum syllabus are discussed. But few departments have indicated that they make special provisions for challenging and effectively encouraging the superior student to extend himself outside of his major field of interest. It should be noted, however, that most faculty members who answered the opinionnaire discussed elsewhere in this report feel that the Common Curriculum courses are doing a generally good job for students of all abilities.

The Common Curriculum may be thought to have wrought two kinds of changes in course syllabi: the devising of new courses specifically for the Common Curriculum; the redesigning of old courses for the same purpose.

A number of new courses -- one in biology, one in the social sciences, and the others in the humanities -- have been developed in the former category. Insofar as we could determine, the objectives of the Common Curriculum as interpreted by the various departments have led few departments to effect any major change in syllabus of an old course. Changes have been made, of course; but they are changes incidental to the presentation of a dynamic and changing discipline, not to a reassessment of the objectives of the course. There is, in fact, no reason to believe that any department's appraisal of the purposes of such non-major or terminal courses as it gave before the Common Curriculum differed from the objectives of the Common Curriculum itself; and that therefore the institution of the Common Curriculum did not impose any obligation on such departments to alter their syllabi.

Six of the Common Curriculum courses indicated that they required outside reading in addition to the class text, and several others recommend it. Five courses required special papers and reports, aside from laboratory reports; in four other courses, only certain instructors required them. The Committee raises the possibility, based upon studies described elsewhere in this report, that additonal work might be expected of students in most Common Curriculum courses.

Several departments, all in the sciences, offer two introductory courses, one for majors and one for non-majors. Apparently the purpose of the double offering is to supply more factual or professional grounding to major students, who are going to take advanced courses, than can or should be given in a general course. Since apparently the syllabus of the Common Curriculum course is contained within the syllabus of the major course where two courses are given, there appears to be no reason why such double offerings should not be continued in departments where they are appropriate. Of the departments having double offerings, none indicated that the Common Curriculum course was deliberately tailored as an "easier" course than, or a "watered-down" version of, the course for majors. The consensus of these departments is that the two courses differ in emphasis and breadth, but not in intellectual demand. The erroneous contrary notion is widespread among both students and advisers.

The content of one course impressed the Committee as being out of harmony with the general spirit and objectives of the Common Curriculum. This course was Religion 11- 12, The Life and Teachings of Jesus. The Committee felt that a course in Comparative Religion would be more in keeping with the spirit and intent of general education than the present Common Curriculum course. There is no suggestion that the current course is not a valuable one, but the Committee felt that it should not be the religion course in the Common Curriculum. Accordingly, the Committee approved the following recommendation by a vote of eight to one, with one abstention: The Committee on Educational Policy and Planning should urge the Department of Religion to study the possibility of making its Common Curriculum course one in Comparative Religion.

In connection with the opinionnaire administered to faculty members, an opportunity was given for them to comment freely on any aspect of the content or conduct of the Common Curriculum courses taught by their own departments. These comments have been summarized by department. Their range makes a general summary impossible, but this material has been placed in the hands of the Committee on Educational Policy and Planning. Chairmen of departments or other members of the faculty may examine these comments by request to the Committee on Educational Policy and Planning. The comments seem to indicate a healthy skepticism on the part of some faculty members toward the courses they teach. This may provide the impetus for further improvement in Common Curriculum courses.

Examinations

All but three departments submitted copies of examinations. The final examinations for June 1958 and January 1959 showed a heavy reliance on the objective type of examination -- frequently specified as necessary because of excessive enrollments; only two courses used an entirely essay examination, and two others used it for one semester only. Twelve courses relied entirely on objective questions (of these, two for one semester only) and nine courses combined objective with essay questions (two for one semester only). Although the essay questions appeared to test both the student's knowledge of facts and his ability to reason, the objective questions emphasized memory considerably more than the ability to solve problems and to reason.

The criteria for determining grades in the courses were as a rule vaguely indicated as "the usual": quizzes, hour examinations, reports, papers, and the final examination. Only chemistry, physics, geography, zoology, Physiology 181-2 and History 11-12 (one instructor) gave exact information about the percentage value of quizzes, examinations and reports in determining the final grade. English 11 requires that a student must qualify in fundamentals, rhetoric and composition before admission to English 12.

Although the number of hour examinations given in a semester was not specified in twelve of the replies, the average of the others was three, with a range of from two to five examinations.

Impact of the Common Curriculum upon Staff.

Departmental chairmen were asked to comment freely about any aspect of the Common Curriculum. Those whose departments offer Common Curriculum courses were also requested to fill out a questionnaire concerning the effect of the Common Curriculum upon departmental personnel. Almost all chairmen responded to the Committee's request, but in some cases all of the data requested were not supplied. The following summary is based upon this information.

Most chairmen approved of the Common Curriculum but thought it could be improved. Only two chairmen felt that the program was not effective. The

chairmen typically thought more favorably of their department's course than of the Common Curriculum as a whole.

One question concerning personnel centers about the academic rank of faculty members teaching Common Curriculum courses. The usable replies of chairmen indicated that during the year 1958-59 the distribution was as follows: Professors -- 42, Associate Professors -- 35, Assistant Professors -- 50, Instructors -- 31, Graduate Assistants -- 19. The tendency of having inexperienced, partially-trained teachers at the introductory level, alledgedly prevalent at many schools, is not a problem at Miami. When asked why these faculty members had been picked to teach Common Curriculum courses, most chairmen did not specify any special qualifications. The policy in most departments seems to be to divide up the load, with any member being assigned to the Common Curriculum course when needed.

The Committee also wished to consider the effect of the Common Curriculum on faculty teaching time as measured by contact hours and student credit hours. A summary of the findings appears as Appendix E. The information provided by chairmen was so inadequate that this analysis is at best suggestive. The average number of student credit hours for faculty members teaching Common Curriculum courses has more than doubled over a four year period for all ranks with the exception of Graduate Assistant. The average number of contact hours has remained about the same over this period. The size of the University, according to the Registrar, has increased about 21% over the same period. This suggests that departments teaching Common Curriculum courses have been required to serve a much larger proportion of the University's growing enrollment than those departments not in the program. The chairmen indicated that increases in staff as a consequence of the Common Curriculum totaled 1 Professor, 10 Assistant Professors, 3 Instructors and 8 Graduate Assistants. The Committee again emphasizes the fact that these conclusions are based on inadequate reports and suggests that a further study of this kind using complete information would be desirable.

Relationship of the Common Curriculum to the Structure of the University

The Common Curriculum has an amorphous position in the academic structure of the University. It includes courses taught by departments from four of the undergraduate divisions. This has made the program subject to piecemeal consideration from a variety of overlapping committees. The Committee discovered several instances in which divisions or committees had introduced exceptions into the Common Curriculum without concern for the integrity of the program as a whole. In order to clarify the position of the Common Curriculum, the Committee unanimously offers the following recommendation: A permanent subcommittee of the Committee on Educational Policy and Planning shall be established for the purpose of reviewing new Common Curriculum course proposals, considering exceptions to the Common Curriculum arising either from faculty initiative or student petition, and periodically evaluating the effectiveness of the Common Curriculum. The name of this committee shall be the Common Curriculum Review Subcommittee.

The Committee feels that it would be presumptuous to tell the Committee on Educational Policy and Planning how to establish one of its subcommittees. We suggest, however, that it be small but representative, with overlapping terms of long duration.

Such a subcommittee would have as its assignment the overall supervision of the Common Curriculum. During the deliberations of the present committee, several matters were referred for study. One concerned a proposed new course to be added to the Common Curriculum. Another dealt with the future possibility of changing the amount and nature of laboratory work in the science courses. The Committee felt that matters of this kind did not properly fall within its province, but were the kind of thing that the proposed subcommittee would handle. We also feel that the new subcommittee will remove some of the burden from advisory groups by considering student petitions requesting exceptions to the Common Curriculum.

Exceptions to the Common Curriculum.

When the Common Curriculum was introduced several exceptions were included with the understanding that they would be reviewed at the end of five years. Accordingly, the Committee has considered the exceptions carefully and offers the following recommendations concerning them.

1. A student shall receive Common Curriculum Social Science credit for any one of the three sequences: Psychology 11 - 12, Education 201 - 202, or Psychology 201 - Education 202. Approved by a vote of eight to one.

The Committee offers the following interpretation of this recommendation. Only one of the three sequences can be counted toward fulfillment of Common Curriculum Social Science requirements. The sequences cannot be scrambled. For example, Psychology 11 - Education 202 would not be acceptable under the new regulation. Any of the sequences may be used by students in any division of the University. We also suggest that the Committee on Educational Policy and Planning urge the departments of Psychology and Educational Psychology to resolve the apparent duplication that now exists in these courses in the hope that the three sequences will not be necessary indefinitely.

2. The current exception in the Common Curriculum permitting the substitution of a course in Mathematics for Physical Science shall be removed. Approved unanimously.

3. The current exception in the Common Curriculum which permits music majors in the School of Fine Arts to substitute a foreign language for a Physical or Biological Science shall be removed at the end of the academic year 1960 - 61 unless the Music department demonstrates to the Common Curriculum Review Subcommittee the need for its extension. Approved unanimously.

4. The current exception in the Common Curriculum permitting Practical Arts majors in the School of Education to substitute Physiology and Science 181 - 2 for a Physical Science shall be removed. Approved unanimously with one abstention.

This recommendation is designed to clarify the wording of the exceptions granted the School of Education when the Common Curriculum was introduced. Physiology and Science 181 - 2 was designed to meet the special needs of Elementary Education students and the Committee feels that it should continue to fulfill this function. Practical Arts majors do not have such a special problem and do not now use the course to any noticeable degree.

5. The Committee recommends that these actions be approved by the Committee on Educational Policy and Planning and presented to the University Senate for action. We believe they should take effect as soon as possible.

APPENDIX A

COURSE EVALUATION OPINIONNAIRE

Read each of the following statements and decide whether or not you agree with it. If the statement represents your own attitude, blacken space A on the answer page. If you disagree with the statement, blacken space D. Do not omit any item unless you are certain that it does not apply to this course.

Numbers 1 through 4 represent years the Common Curriculum has been in effect. Blacken space A opposite the year in which you took this course.

1. 1955-56
2. 1956-57
3. 1957-58
4. 1958-59
5. I was stimulated to do the class assignments prior to each class meeting.
6. As a result of this course I have been stimulated to do a good deal of additional reading in the subject matter (aside from class assignments).
7. I hardly ever prepared for class meetings by reading over my notes, keeping up with text assignments, etc.
8. This class was about as stimulating as most others I have taken.
9. I could generally see a plan of organization of content in effect throughout the conduct of the course.
10. The content of this course might best be described as "much ado about nothing".
11. I feel that if I had not taken this course there would be a large gap in my fund of knowledge.
12. I would recommend that other students not necessarily avoid this course, but not go out of their way to take it either.
13. I rarely was stimulated to discuss the content of this course with anyone outside of class hours.
14. The classroom presentations tended to repeat the textbook material without contributing any new knowledge or ideas.
15. The classroom presentations supplemented the textbook by contributing informative sidelights.
16. I frequently looked for an excuse to miss one of these classes.
17. This course pretty much rehashed material which I had learned previously.
18. This course has covered material which, for the most part, I consider to be vital and significant.
19. Even if I have the chance in the future, I will avoid having anything further to do with this subject.
20. I frequently found myself wanting to discuss what I had learned in class with friends.
21. I generally felt quite relaxed in this course.
22. When I sat down to study I found that I generally preferred studying material for another course rather than this one.
23. I was often sorry to hear the bell ring ending the class period.
24. This course contributed very little to my fund of knowledge.

25. This course stimulated me to think.
26. Although this course did contribute to my fund of general knowledge, it was not as valuable in this respect as I had hoped it would be.
27. If I have the chance in the future, I most certainly want to learn more about the subject.
28. I would recommend that as many students as possible take this course.
29. I did little in the way of original thinking about the subject matter of this course.
30. This course did not whet my interest in the subject matter.
31. This course has contributed little toward giving me a broader understanding of the subject matter.
32. I did the assignments for this class somewhat more thoroughly than the assignments in many of my other courses.
33. Sometimes I had glimmers of an overall organization of course content while at other times I felt that the course was moving in all directions at once.
34. This course has definitely influenced my philosophies and attitudes.
35. This class is responsible for making me consider a vocation in this subject area.
36. I am not interested in remembering any of the content of this course beyond the final examination.
37. I will be able to use some of the facts and concepts we covered, but a large portion of the course is just "dead wood".
38. I wish I could have avoided taking this course.
39. I generally had the feeling that we were getting somewhere in this course; it kept moving ahead at a steady pace.
40. We covered most of the material in sufficient detail.
41. I would recommend that as many students as possible avoid taking this course.
42. I frequently felt tense and uncomfortable because of the pressures in this class.
43. I would be somewhat disappointed if I had had to miss any of these classes.
44. My preparation (textbook reading, studying notes, etc.) was about the same for this course as for most of the other courses I have taken.
45. Taking this course was unfair to me because I have never had any interest in it, or related subjects.
46. I resented taking this course because it kept me from taking another course that I really wanted to take.
47. I soon found out that I could coast through this course because I had already had it in high school.
48. Unfortunately this course was not up to date.
49. I found that I could practically sleep in this class because I had notes from another student who had taken it in a previous year.
50. Since the examinations in this course are the same year after year, and are generally available, the only studying I had to do was for the exams themselves.

APPENDIX B

STUDENT OPINIONS OF COMMON CURRICULUM COURSES

	Statement		Statement		Statement	
	Taking this course was unfair to me because I have never had any interest in it or related subjects.		I resented taking this course because it kept me from taking another course I really wanted.		I soon found out that I could coast through this course because I already had it in high school.	
Course	Total	% Agree	Total	% Agree	Total	% Agree
SA	60	3.3	60	6.7	60	1.7
SB	315	10.5	315	7.9	315	3.2
SC	440	4.1	447	10.7	447	4.2
SD	289	10.0	289	9.0	289	2.1
SE	228	33.8	228	7.9	228	4.8
SF	241	100.0	241	13.3	241	24.1
SG	438	8.0	438	9.1	438	3.9
SH	198	16.7	198	13.1	198	4.0
HA	112	11.6	112	14.3	112	4.5
HB	49	2.0	49	4.1	49	2.0
HC	171	5.3	171	6.4	171	3.0
HD	219	10.5	219	11.9	219	6.0
HE	52	5.8	52	19.2	52	3.9
HF	252	9.5	252	6.7	252	4.0
HG	48	12.5	48	6.2	48	0.0
HH	111	2.7	111	1.8	111	1.0
BA	60	26.7	60	21.7	60	1.7
BB	120	30.0	120	22.5	120	7.5
BC	213	12.7	213	16.0	213	16.9
BD	144	13.2	144	18.8	144	6.2
BE	339	22.4	339	21.2	339	11.2
PA	182	20.3	182	18.1	182	12.6
PB	286	39.5	286	23.1	286	2.8
PC	81	100.0	81	24.7	81	12.3
PD	192	100.0	192	21.9	192	12.0

APPENDIX C

OPINIONNAIRE USED IN FACULTY EVALUATION OF THE COMMON CURRICULUM

Please indicate how you feel with regard to the following statements by encircling: A if in agreement; D if you disagree; E if no opinion

2. Prepares the student for a major effectively.
3. Standards have been raised at Miami by way of the CC.
4. Standards have been lowered at Miami by way of the CC.
5. There are still too many misunderstandings concerning the CC in the minds of both faculty and students.
6. The courses tend to be too general.
7. Too large a proportion of a student's credit hours requirement must be devoted to CC.
8. There are too many choices of courses offered within each of the several areas of the CC.
9. Not enough cross-discipline offerings.
10. It would be desirable to have a general orientation course in each area of the CC.
11. In general, there is insufficient prerequisite quality in CC courses.
12. CC courses tend to be better from a quality standpoint than basic courses for majors.
13. CC courses definitely tend to stimulate student thought processes.
14. Courses are watered-down "mush", "the meat" has been removed.
15. Students in advanced courses seem better off for having had the CC.
16. Didn't like the way the CC idea was introduced in the first place and I've never gotten over it.
17. Certain courses ought not to be in CC.
18. My department should not give offering (s) in the CC.
19. The CC has necessarily, and out of all proportion, increased large group instruction and thereby reduced quality.
20. The CC and ESIP have been too inextricably bound from the beginning with each seeming to justify the existence of the other.
21. The CC is not the proper approach to fulfill the philosophy of "General Education."
22. The CC is a mislabel for what we really have because the CC is not a common curriculum for all students.
23. In establishing the CC, the mistakes and successes of other institutions were not taken into consideration; therefore, we have more than our share of undesirable wrinkles to be ironed out.
24. Certain courses not now in CC should be included.
25. The CC would be more effective in the Junior and Senior years.
26. Decent departmental major programs and fostering preparation for graduate school, cannot be developed because of the infringement of the CC.
27. The CC implies that all students can be reduced to a common denominator.
28. The CC should be spread through the student's four years for all students.

SUMMARY OF REPLIES TO FACULTY OPINIONNAIRE

	Professors			Assoc. Profs.			Asst. Profs.			Instructors			Grad. Asst.			Residence Hall Person.		
No.	A	D	E	A	D	E	A	D	E	A	D	E	A	D	E	A	D	E
2.	18	27	6	19	16	13	20	17	18	10	9	4	7	8	6	6	1	2
3.	19	19	14	27	9	17	24	14	13	11	4	10	11	5	6	9	0	0
4.	7	30	15	5	32	11	4	36	14	0	12	11	2	14	6	0	9	0
5.	20	21	10	31	6	9	25	13	16	14	3	11	11	3	7	6	3	1
6.	9	25	17	4	24	20	7	31	16	3	14	7	6	9	6	0	9	0
7.	8	40	2	11	32	5	11	35	7	3	18	3	6	12	3	0	9	0
8.	17	32	9	7	33	8	10	36	8	2	19	3	1	16	3	3	6	0
9.	15	25	12	17	15	16	15	22	18	9	8	10	2	6	3	3	2	5
10.	13	34	4	20	21	7	11	32	9	9	12	2	3	9	9	5	3	2
11.	9	28	15	6	24	18	9	27	17	3	10	11	4	8	9	2	5	3
12.	9	28	15	6	21	21	9	29	16	3	11	11	1	12	7	2	3	5
13.	25	11	15	20	10	17	20	13	21	10	6	9	4	8	9	4	3	3
14.	8	36	8	4	29	14	2	32	17	2	15	8	0	11	10	0	5	4
15.	17	14	20	16	7	24	23	8	22	12	3	11	2	4	16	4	1	5
16.	7	34	11	8	29	10	5	23	24	2	7	15	2	6	13	0	3	7
17.	26	17	7	15	16	15	21	15	17	9	4	13	8	5	8	4	2	4
18.	10	37	5	8	33	4	4	39	10	4	19	3	4	14	3	0	1	9
19.	13	31	7	4	29	14	7	32	14	2	13	10	4	9	8	0	8	2
20.	8	20	24	9	18	22	4	22	27	1	8	14	2	3	16	0	7	2
21.	14	33	5	15	25	8	7	41	5	3	18	4	5	11	5	0	9	0
22.	21	26	4	18	21	10	22	19	14	6	9	11	4	6	11	3	6	1
23.	11	22	21	8	15	22	9	13	32	1	3	18	1	2	18	1	4	5
24.	22	3	20	14	6	28	22	9	21	8	2	16	3	2	13	4	0	6
25.	3	44	9	1	40	7	5	44	4	0	22	3	0	17	4	0	9	1
26.	4	43	4	9	27	6	11	34	8	3	16	5	4	10	10	0	9	1
27.	8	44	0	6	29	2	5	42	4	4	19	3	3	15	3	0	10	0
28.	7	33	10	9	19	11	12	31	9	3	14	8	1	16	4	1	8	1

APPENDIX D

PURPOSES OF THE COMMON CURRICULUM

The common curriculum was designed to achieve a number of objectives, some of which are more important than others. Read each of the twenty-six statements of purpose listed below and rate it on the following scale:

A - This is a primary objective of the common curriculum. It is one of the major reasons for the existence of the program.

B - This is a very important secondary objective of the common curriculum.

C - This is an objective of only minor importance. It does not, by itself, justify the existence of the program.

D - This is not an objective of the common curriculum at all.

Note that you are not here being asked how you think these objectives are being realized by the present common curriculum program. You are rather being asked to indicate whether or not you feel each of the following statements represents a purpose of the program, and if so, how important an objective you feel it is.

THE COMMON CURRICULUM IS DESIGNED TO:

1. give every student a broad, well-rounded, liberal-arts education in addition to specific training in a vocational area.
2. increase the college graduate's usefulness to society.
3. make the graduate a happier and better-adjusted individual.
4. permit the student to learn of ideas and methods in other fields which he may then apply to his own field.
5. help students decide upon a major field of study by providing a sampling of courses within different areas.
6. allow students to mature for two years before forcing them to commit themselves to a major.
7. help the graduate cope with the problems of everyday life by giving information in practical areas which confront all of us.
8. make the graduate a more intelligent citizen aware of his responsibilities in a democratic society.
9. provide widespread interests for the graduate that will lead him to better utilize and enjoy his leisure time.
10. weed out and eliminate those students who come to college expecting to take the easiest courses possible and to squeak by for a degree.
11. eliminate those students who are really not bright enough to be in college in the first place.
12. provide each student with contact with individuals representing disciplines and vocational fields other than his own.

13. remedy defects in high school training wherein the student is not really prepared for college-level work.
14. provide certain minimum standards of uniformity so that a degree from Miami represents about the same level of work and achievement regardless of the school or major in which the degree is obtained.
15. provide certain standards of uniformity so that a degree from Miami represents about the same level of accomplishment as a degree from any other college or university offering a common curriculum.
16. force enrollments in certain courses that would be unpopular if they were electives in order to create jobs for certain faculty members.
17. improve the conversational ability of graduates.
18. allow Miami students and graduates to create a more favorable impression upon prospective employers and in social groups.
19. provide an understanding of other peoples and countries.
20. provide a fundamental base of knowledge for those students who come to Miami without intending to remain for the full four years.
21. prevent narrow overspecialization by students as they work toward a degree.
22. teach students how to think things through before acting.
23. provide more adequate vocational preparation for students because jobs are not really as specialized as many people think they are.
24. serve as a cushion for the student who decides to change his major in his senior year. Since the common curriculum is required for all majors, such a student can make the change with minimum loss of credits.
25. simultaneously prepare a student in several different vocational areas so that he may seek employment in a number of different kinds of jobs rather than in just a single kind of work.
26. safeguard the reputation of Miami by requiring transfer students to complete a core of courses before being graduated.

Please answer A for #27 if you believe that most individuals would agree with your opinions.

To the best of your knowledge, does any one of the above opinions prevail over others?

If so, comment in one sentence: (on back of answer sheet)

APPENDIX E

AVERAGE CONTACT HOURS AND STUDENT CREDIT HOURS IN COMMON CURRICULUM COURSES

1955-1956		1956-1957		1957-1958		1958-1959	
Average Contact Hours	Average Student Credit Hours	Average Contact Hours	Average Student Credit Hours	Average Contact Hours	Average Student Credit Hours	Average Contact Hours	Average Student Credit Hours
Professor 5.8	159	6.7	349	6.7	268	6.3	381
Assoc. Prof. 6.4	167	6.7	308	6.6	251	7.9	384
Asst. Prof. 11.5	322	8.6	266	8.4	352	13.8	684
Instructor 10.4	242	15.7	409	15.4	518	11.8	543
Grad. Asst. 5.5	128	5.2	178	6.2	164	5.4	140